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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) the effects of phonemic segmentation and blending training on the word recognition performance of learning disabled readers; (2) a comparison of two remedial strategies employing art activities or visual perceptual training for learning disabled children with reading deficits; (3) the effect of metacognitive training on the content area reading comprehension of secondary level learning disabled students; (4) computer assisted Chapter I instruction; (5) the efficacy of direct instruction and metacomprehension training on finding main ideas by learning disabled children; (6) the effect of an informal summer reading program on the retention of reading comprehension skills of third grade students; (7) the use of a questioning strategy to improve reading comprehension and recall of expository material with learning disabled adolescents; (8) the differential influence of response control strategies on word recognition tasks of impulsive learning disabled students; (9) parent assisted learning as an alternative to summer school remedial reading; (10) the effects of three previewing procedures on the oral decoding proficiencies of poor readers; and (11) information processing and reading in subtypes of learning disabled children. (HTH)

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Remedial and Compensatory Reading Instruction:

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Abstracts of the following dissertations are included in this collection:

Brinckerhoff, Loring Cowles
THE EFFECTS OF PHONEMIC SEGMENTATION AND BLENDING TRAINING ON THE WORD RECOGNITION PERFORMANCE OF LEARNING DISABLED READERS

Dalke, Constance Olivia Logan
A COMPARISON OF TWO REMEDIAL STRATEGIES EMPLOYING ART ACTIVITIES OR VISUAL PERCEPTUAL TRAINING FOR LEARNING DISABLED CHILDREN WITH READING DEFICITS

Delong, Vickie Wood
THE KEYWORD APPROACH IN TEACHING CONCRETE CONSTRUCTS TO LEARNING DISABLED AND NONLEARNING DISABLED CHILDREN

Elrod, George Granklin
THE EFFECT OF METACOGNITIVE TRAINING ON THE READING COMPREHENSION OF SECONDARY LEVEL LEARNING DISABLED STUDENTS IN A CONTENT AREA SUBJECT

Ewing, Rosalyn P.
COMPUTER-ASSISTED CHAPTER 1 INSTRUCTION

Flaherty, Gloria Petrosino
THE SPEAKING/READING/WRITING CONNECTION: INTERACTION IN A BASIC READING CLASSROOM

Graves, Anne Wooding
A STUDY OF THE EFFICACY OF DIRECT INSTRUCTION AND METACOMPREHENSION TRAINING ON FINDING MAIN IDEAS BY LEARNING DISABLED CHILDREN

Harris, Shirley Gregory
THE USE OF MANIPULATIVES IN THE DEVELOPMENT OF PRE-READINESS SKILLS IN DISADVANTAGED KINDERGARTEN CHILDREN

Manzo, Claudette Kintz
THE EFFECT OF AN INFORMAL SUMMER READING PROGRAM ON THE RETENTION OF READING COMPREHENSION SKILLS OF THIRD GRADE STUDENTS
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Miller, Gwendolyn McLendon
USING A QUESTIONING STRATEGY AS A WAY OF IMPROVING READING COMPREHENSION AND RECALL OF EXPOSITORY MATERIAL WITH LEARNING DISABLED ADOLESCENTS

Nichols, Cathleen A. Armstrong
READING PREFERENCES OF REMEDIAL NINTH, TENTH, ELEVENTH, AND TWELFTH GRADE STUDENTS FROM CALIFORNIA

Onsum, David Harold
DIFFERENTIAL INFLUENCE OF RESPONSE CONTROL STRATEGIES ON WORD RECOGNITION TASKS OF IMPULSIVE LEARNING DISABLED STUDENTS

Potkewitz, Lee
THE EFFECT OF WRITING INSTRUCTION ON THE WRITTEN LANGUAGE PROFICIENCY OF FIFTH AND SIXTH GRADE PUPILS IN REMEDIAL READING PROGRAMS

Ronell, Norman R.
THE EFFECTIVENESS OF PARENT ASSISTED LEARNING IN SUMMER: AN ALTERNATIVE TO SUMMER SCHOOL REMEDIAL READING

Schaut, Judith Ann
PATTERNS OF LATERALIZATION IN LEARNING DISABLED CHILDREN ASSOCIATED WITH THEIR PERFORMANCE ON LETTER CLASSIFICATION AND READING TASK MEASURES

Skouge, James Richard
A COMPARISON OF EFFECTS OF THREE PREVIEWING PROCEDURES ON THE ORAL DECODING PROFICIENCIES OF DYSFLUENT READERS, INCLUDING AN INSTRUCTIONAL VALIDATION OF THE FINDINGS

Speece, Deborah Lee
INFORMATION PROCESSING AND READING IN SUBTYPES OF LEARNING DISABLED CHILDREN

Strother, Mary E.
EFFECTS OF AUTOMATICITY TRAINING STRATEGIES ON WORD RECOGNITION, READING SPEED, AND COMPREHENSION

THE EFFECTS OF PHONEMIC SEGMENTATION AND BLENDING TRAINING ON THE WORD RECOGNITION PERFORMANCE OF LEARNING DISABLED READERS

Order No. DA8413241

BRINCKERHOFF, LORING COWLES, PH.D. *The University of Wisconsin - Madison*, 1984. 175pp. Supervisor: Associate Professor Clark L. Wambold

This study was designed to investigate the blending and phonemic segmentation skills of second graders and to determine the effect that a direct instruction teaching approach may have on the word recognition performance of children who were "at risk" for LD support services. The study further examined the affects that the order of skill introduction may have on the word recognition performance of "at risk" second graders. Thirty-two second graders enrolled in regular education classrooms participated in this study. Subjects were screened until 16 LD and 16 Non-LD readers were identified. Only the LD subjects received the direct instruction training. Training sessions lasted for 25 minutes for 8 consecutive school days. Two of the LD subgroups received blending training first followed by segmentation and two of the LD subgroups received segmentation training followed by blending. Posttests were then readministered to all subjects following the 8-day training sessions. Results indicated that LD readers consistently made greater gains on word recognition across all measures than the Non-LD readers. The two LD subgroups demonstrated nearly identical pre to posttest on all dependent reading measures. Posttest results indicated that LD readers who received segmentation training first, followed with blending training training scored significantly higher on the Say the Sounds subtest.

A COMPARISON OF TWO REMEDIAL STRATEGIES EMPLOYING ART ACTIVITIES OR VISUAL PERCEPTUAL TRAINING FOR LEARNING DISABLED CHILDREN WITH READING DEFICITS

Order No. DA8429967

DALKE, CONSTANCE OLIVIA LOGAN, PH.D. *University of Denver*, 1984. 232pp.

Learning disabled children may be experiencing visual perceptual deficits which can delay their success in reading. Instruction in reading which is accompanied by visual perceptual remediation is often recommended. Current visual perceptual remediation techniques have been questioned for their ineffectiveness and lack of cognitive and emotional engagement of the learner. Remedial strategies are needed which are more effective and address broader needs of the learner. Previous research using art in special education has promise. However, prior studies have been limited due to research design inadequacies and much of the literature was based on impressions of researchers rather than on systematic research.

The intent of this study was to compare the effectiveness of two remedial strategies, an art-based program and a conventional visual perceptual training program, for improving visual perceptual skills in learning disabled children. A further purpose was to determine if any improvement in reading accompanied improvement in visual perception.

A pretest-posttest control group experimental design was utilized. Twenty-two learning disabled subjects (12 girls, 10 boys, ages 7-2 to 10-10) were randomly assigned to Program A (art based program) or Program B (conventional visual perceptual training program). Pre- and posttreatment abilities were assessed by the "Woodcock Reading Mastery Tests" and the "Motor-Free Visual Perception Test." An analysis of covariance was used to determine statistical significance of the data. The results revealed a highly significant difference between Program A and Program B. The posttest abilities in reading and visual perception of the subjects in Program A were significantly better than those subjects in Program B.

It is the conclusion of this study that the art program served as a successful remedial strategy to enhance visual perceptual skills in learning disabled children and that the children who participated in the art program had significantly greater gains in reading skills. Furthermore, positive changes were observed in areas of behavior, self-concept, verbal fluency, and in interaction with peer, parents, and teachers which serve to support the effectiveness of this program for use by professionals concerned with the learning disabled child.

THE KEYWORD APPROACH IN TEACHING CONCRETE CONSTRUCTS TO LEARNING DISABLED AND NONLEARNING DISABLED CHILDREN

Order No. DA8428746

DELONG, VICKIE WOOD, PH.D. *Texas A&M University*, 1984. 108pp. Chairman: Dr. Walter F. Stenning

The primary purpose of this study was to determine the effectiveness of the keyword mnemonic technique with special populations. To accomplish this purpose, eight states and capitals were randomly selected to teach 65 second- and third-grade learning and nonlearning disabled students. The sample consisted of 31 Anglo and 34 Mexican-American students.

The states and capitals were taught within groups of six students. After students demonstrated complete mastery in recall during the training phase, they were individually tested on recall of the name of the capital when supplied with the name of the state. The students were tested on immediate, 24-hour, and 48-hour recall.

Analysis of the data was performed by using the Mann-Whitney U Test of Significance. Results indicate a significant difference in immediate and delayed recall between learning disabled and nondisabled children. Anglo and Mexican-American students differed significantly in their immediate recall of the capitals. There was no significant difference in 24- and 48-hour recall.

THE EFFECT OF METACOGNITIVE TRAINING ON THE READING COMPREHENSION OF SECONDARY LEVEL LEARNING DISABLED STUDENTS IN A CONTENT AREA SUBJECT

Order No. DA8501043

ELROD, GEORGE FRANKLIN, PH.D. *University of Washington*, 1984. 181pp. Chairperson: Associate Professor David B. Ryckman

In this investigation an examination was conducted on the effect of a metacognitive strategy on the reading comprehension of learning disabled adolescents in a content area subject. The strategy consisted of a basic six-step approach which included: prediction, silent reading, prediction verification/alteration, clarification, question formation, and summarization. A dependent measure was constructed using implicit and explicit questions which was administered daily. A group multiple baseline design was used with the metacognitive strategy while a corrective feedback strategy being counterbalanced for order effect. Two techniques were used for analysis: (1) an analysis of variance between phases, and (2) a repeated measures ANOVA to account for the influence of time.

The nine subjects, consisting of eight learning disabled (LD) and one behaviorally disordered student, were all receiving special education at a suburban Seattle high school. All students had decoding and comprehensive skills below grade level. Both the metacognitive strategy and corrective feedback produced significantly superior comprehension performances over baseline conditions with the metacognitive strategy fostering higher percentage scores. No significant differences were found for order effect.

The results demonstrated that the effect of the metacognition strategy could be viewed from a different perspective using the repeated measure ANOVA. This analysis revealed that improvement in comprehension could not be attributed solely to either strategy, due to interaction with improvement over time.

Regular content class measures revealed no significant improvement on weekly exam scores. This result was somewhat confounded due to the subjects' poor classroom attendance. Similar, non-significant results were found in a two month follow-up, although one subject performed at a level which would be considered as passing. It was noted that the mean of a regular class on the two month follow-up probe did not reach 50%.

This investigation demonstrated that students who are poor comprehenders and poor decoders can improve their comprehensionability on content area texts due to a metacognitive strategy, but only in the respective training session. There was not enough evidence to demonstrate that these students could transfer this strategy to the regular classroom.

COMPUTER-ASSISTED CHAPTER 1 INSTRUCTION

Order No. DA8421862

EWING, ROSALYN P., ED.D. *Virginia Polytechnic Institute and State University*, 1984. 158pp. Co-Chairmen: Dr. Kenneth E. Underwood, Dr. Jimmie C. Fortune

The purpose of this study was to investigate the effects of Chapter 1 computer-assisted instruction (CAI) upon the achievement of elementary educationally disadvantaged students. Specifically, this study determined the effects of CAI upon the academic performance of Chapter 1 sixth-grade students in reading and language arts.

The sample consisted of 514 sixth-grade students from an eastern-USA LEA's Chapter 1 program--257 low-achieving students in the experimental group and 257 moderate to high achieving students in the control group. Each treatment group received reading and language arts instruction through the LEA's Chapter 1 program; however, the experimental group's reading and language arts program was supplemented via CAI.

The non-equivalent control group design when subjects are growing, Type 2, as developed by Bryk and Weisberg, was employed to analyze the pretest/posttest data and to test the hypotheses presented in the study. In this design, observed standardized gain scores were used to estimate posttest scores generated by predictions made using control group relationships. The mean growth curve fan spread linear model made adjustments based on an estimated regression coefficient between growth status at pretest and growth status at posttest. The *Science Research Associates Assessment Series* served as the measuring instrument.

THE SPEAKING/READING/WRITING CONNECTION: INTERACTION IN A BASIC READING CLASSROOM

Order No. DA8425379

FLAHERTY, GLORIA PETROSINO, ED.D. *University of Cincinnati*, 1984. 410pp.

This dissertation describes a participant observation study in which a practitioner-designed, integrated approach to sentence combining and reading comprehension was implemented with high school basic reading students. Each of the lessons implemented is described as a reflection of one practitioner's attempt to meet the specific, emerging needs of students.

Because large and small group discussions of alternatives are a vital part of each of the lessons, the focus of the study is noting the relationships between eight students' amount and kind of verbal interaction and their reading/writing growth. To that end, orientation sessions, interviews, a student-survey, video- and audiotaping, a forced-choice rating of overall writing quality and reading comprehension testing were all used to collect evidence. The eight selected students' writing samples and evidence of amount/kind of interaction were then analyzed and relationships between the two noted.

It was concluded that if individual basic reading students actively participate in large and small group discussions because they see value in them, and if their instruction is based on their emerging needs, then a positive relationship between their amount/kind of verbal interaction and their reading/writing growth can be discerned.

It was further concluded that a step toward lessening the gap between educational research and educational practice can be taken when one person assumes the roles of both practitioner and researcher.

A STUDY OF THE EFFICACY OF DIRECT INSTRUCTION AND METACOMPREHENSION TRAINING ON FINDING MAIN IDEAS BY LEARNING DISABLED CHILDREN

Order No. DA8421933

GRAVES, ANNE WOODING, PH.D. *The University of Wisconsin - Madison*, 1984. 188pp. Supervisor: Professor LeRoy Aaerlind

The purpose of this study was to examine methods of instruction for finding main ideas. The study was designed to determine whether using mechanical self-monitoring *plus* Direct Instruction training is more effective than using either Direct Instruction training or control group training. A second purpose was to determine whether using Direct Instruction training is more effective than control group training. To this end, twenty-four learning disabled subjects were randomly assigned to three training groups: mechanical self-monitoring *plus* Direct Instruction (n = 8), Direct Instruction (n = 8), and control (n = 8). The "finding the main idea" skills of the twenty-four subjects were measured by three tests given to *all* subjects in *each* condition. Results indicated that the mechanical self-monitoring *plus* Direct Instruction (DI + M) training was significantly more effective than either Direct Instruction (DI) training or control (C) training. Results also indicated that the DI training was significantly more effective than the C training. The author concluded that self-monitoring is an effective training technique for finding main ideas when it is coupled with Direct Instruction. Further research is necessary before global statements about the efficacy of self-monitoring can be made.

THE USE OF MANIPULATIVES IN THE DEVELOPMENT OF PRE-READINESS SKILLS IN DISADVANTAGED KINDERGARTEN CHILDREN

Order No. DA8503154

HARRIS, SHIRLEY GREGORY, ED.D. *East Texas State University*, 1984. 92pp. Adviser: Mary Jernigan

Purpose of the Study. The study was designed to determine the effect the use of manipulatives would have on the level of reading readiness skills--visual, auditory, and language skills--achieved by disadvantaged kindergarten pupils.

Procedure. Forty-four inner-city kindergartners ranging from five years and two months to five years and six months in age, including twenty-six girls and eighteen boys, were divided into an experimental group and a control group. Twenty-two pupils comprised the control group and twenty-two the experimental group. There were twenty-nine black and fifteen Mexican-American students in the group. Both groups were administered the *Metropolitan Readiness Tests, Form P, Level II* as a pretest and a posttest. The control group was involved in their regular activities while the experimental group was exposed to a manipulative based curriculum for a six week period. Pretest and posttest data from both groups were analyzed using a *t*-test to determine the validity of the null hypothesis that the use of manipulatives will not effect the level of reading readiness skills--visual, auditory, and language--achieved by disadvantaged kindergarten pupils.

Findings. A *t*-test was used to analyze the differences in the skill levels achieved by the control group and the experimental group. As a result of the analysis, it was found that the experimental group achieved higher visual and language skills than the control group. The null hypothesis was rejected.

Conclusion. The following conclusions were derived from the study: (1) Inner-city kindergarten pupils in this study who were exposed to manipulatives made significant gains in reading readiness skills--visual and language. (2) The pupils made the greatest gain in the very important area of language skill. (3) The second highest increase achieved by the pupils was in the area of visual skill. (4) A manipulative based curriculum should be used to enhance rather than to replace the regular kindergarten curriculum. (5) That further study be done to determine if disadvantaged kindergarten pupils who have been exposed to the use of manipulatives do actually learn to read better and easier than those without that experience.

THE EFFECT OF AN INFORMAL SUMMER READING PROGRAM ON THE RETENTION OF READING COMPREHENSION SKILLS OF THIRD GRADE STUDENTS

Order No. DA8424571

MANZO, CLAUDETTE KINTZ, ED.D. *Northern Arizona University*, 1984. 110pp.

While research indicates that children reading below grade level lose some reading skill during the summer, programs are being restricted by budgetary limitations. It is possible that informal programs could support reading skills at a realistic cost.

The intent of this study was to ascertain the degree of short term

and long term retention of comprehension skills occurring among third graders receiving reading materials during a six week informal summer reading program compared to third graders not receiving materials. A treatment group and a control group, each consisting of twenty four students randomly selected, were formed. They were divided into high, middle, and low reading achievement, Hispanic and non-Hispanic surname, and gender subgroups.

Materials accompanied by an informal reading guide, were distributed biweekly to the treatment group during the study. Parents were asked to respond to a questionnaire regarding reading activities. Attitude surveys were conducted also. The Metropolitan Reading Test, Comprehension Subtest, was the test instrument. Form K1 was administered prior to summer vacation, Form J1 was administered in September to determine short term results, and Form K1 was readministered in November to determine long term results.

Responses to questionnaires sent to parents indicated that parents who acted as reading models or read to or with their children affected the performance of their children positively. Few parents assumed these roles. It appeared that neither the presence of reading materials nor the act of reading without interpersonal activity promoted retention of reading comprehension over the summer.

Analysis of variance performed on the means of posttest and delayed test scores of the specified groups and subgroups indicated that there was no significant difference in either the short term or long term retention of comprehension skills. It was concluded that the program had no significant effect on short term or long term retention of reading comprehension skills. However, a quicker skills rebound among the treatment group members was noted on the delayed test results.

USING A QUESTIONING STRATEGY AS A WAY OF IMPROVING READING COMPREHENSION AND RECALL OF EXPOSITORY MATERIAL WITH LEARNING DISABLED ADOLESCENTS

Order No. DA8425850

MILLER, GWENDOLYN MCLENDON, PH.D. *Georgia State University - College of Education*, 1984. 231pp.

Purpose. The purpose of this study was to investigate the use of a questioning strategy to improve reading comprehension in learning disabled adolescents. The strategy was taught to learning disabled students in an attempt to improve their reading recall and comprehension of content area text material.

Procedure. The learning disabled subjects in the study were divided into Group I and Group II. Group I received training and practice on a questioning strategy for ten treatment sessions. Group II received training and practice on the traditional read-reread method of studying for ten sessions. Both groups were given a pretest, post test and a generalization post test.

Results. The analysis for the study was a one way analysis of variance. Four hypotheses, examining the effects of the questioning strategy and the read-reread method on reading recall and comprehension, were presented in the study. Results were significant at the .05 level in favor of the questioning strategy troup for all four hypotheses. The questioning strategy was found to be facilitative for studying content text material.

Conclusions. The results were discussed in terms of the potential value of the questioning strategy examined in this study for use by learning disabled adolescents in resource classrooms and in their regular academic classes.

READING PREFERENCES OF REMEDIAL NINTH, TENTH, ELEVENTH, AND TWELFTH GRADE STUDENTS FROM CALIFORNIA

Order No. DA8428089

NICHOLS, CATHLEEN A. ARMSTRONG, ED.D. *Brigham Young University*, 1984. 125pp. Chairman: J. Hugh Baird

In order for teachers to provide their remedial high school students with proper materials it is essential that they be informed of their students' interests. For this purpose this research investigated the reading genre preferences (which were determined to be non-fiction types), material preferences (which were determined to be magazines), favorite novels (which were most consistently those of S. E. Hinton), quantity of books read (which were reported to be between 1-5 per year for the majority of participants), and causes of reading (which were reported to be primarily to "learn new things"), of 953, remedial, Californian high school students in grades 9-12.

DIFFERENTIAL INFLUENCE OF RESPONSE CONTROL STRATEGIES ON WORD RECOGNITION TASKS OF IMPULSIVE LEARNING DISABLED STUDENTS

ONSUM, DAVID HAROLD, PH.D. *University of Southern California*, 1984. Chairman: Professor Robert L. Baker

Previous research has identified that impulsivity is one of the more frequently noted characteristics of learning disabled children. Additionally, when compared to reflective learners, impulsive pupils tend to perform more poorly on academic tasks such as reading. The present study explored the effect of treatments utilizing response control strategies on the reduction of word recognition errors in learning disabled students who manifested an impulsive conceptual tempo.

Fifty-four learning disabled students in grades three to six were identified as being cognitively impulsive on the basis of their performance on the Matching Familiar Figures Test-20. They were randomly assigned to one of three conditions: (a) assessment control, (b) modeling, and (c) modeling with self-instructions. Students in the modeling condition watched a videotape of a model that verbalized statements that incorporated self-guiding procedures, self-correction, and self-reinforcement while reading. In the modeling with self-instructions condition, students watched the same videotape, but were also provided with the opportunity to practice the self-monitoring verbalizations.

Though the results did not reach the established criteria for significance, there was still a suggestion that the treatments were differentially effective when considering certain pre-treatment status variables. Pre-treatment phonics proficiency/reading levels and pupil age were found to interact with treatment conditions in mediating the performance of impulsives on a post-treatment word recognition task. The findings were consistent with the hypothesis that impulsive learning disabled students are not only handicapped by deficient skills, but also by deficient task strategies.

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THE EFFECT OF WRITING INSTRUCTION ON THE WRITTEN LANGUAGE PROFICIENCY OF FIFTH AND SIXTH GRADE PUPILS IN REMEDIAL READING PROGRAMS

Order No. DA8424833

POTKEWITZ, LEE, ED.D. *Hofstra University*, 1984. 229pp.

The four major purposes of this study were: (1) to determine if the syntactic maturity of disabled writers improved with instruction in a highly structured writing program (Weehawken), a semistructured writing program, or a reading program where writing was only considered incidentally; (2) to determine if the overall quality of written compositions of disabled writers improved with instruction in each of the programs; (3) to determine if disabled writers demonstrated greater improvement in descriptive writing for expository writing after instruction in each of the programs; and (4) to determine if there was a significant difference in growth in syntactic maturity and overall quality of writing among disabled writers in each of the programs. One hundred subjects from fifth and sixth grades in two elementary school districts on Long Island, New York served as the subjects in this investigation. All subjects had been designated in need of remedial reading instruction and were grouped into three groups: (1) experimental group I which received instruction in a structured writing program; (2) experimental group II which received instruction in a semi-structured writing program; and (3) control group which received instruction in a reading group where writing was only considered incidentally.

Pre and post writing samples were obtained from all pupils and analyzed to determine syntactic maturity as measured by the number of T-units and T-unit length, and overall quality of writing as measured

by holistic scoring.

Examination of the data led tc the following conclusions: (1) Maturation and exposure to a reading/writing program seemed to affect the growth of pupils involved in instructional programs. (2) All experimental treatments, Weehawken and semistructured, seemed to be factors in effecting growth of pupils involved in reading/writing programs. The Weehawken program, with treatment provided on a scheduled structured basis, seemed to effect the greatest growth. (3) It appares that a semi-structured writing program did not produce any greater overall significant growth than a program in which writing was taught only incidentally. (4) It appears that not only treatment but the nature of the writing tasks itself effected the differences in growth between expository and descriptive writing.

THE EFFECTIVENESS OF PARENT ASSISTED LEARNING IN SUMMER: AN ALTERNATIVE TO SUMMER SCHOOL REMEDIAL READING

Order No. DA8424193

RONELL, NORMAN R., ED.D. *University of South Dakota*, 1984. 92pp. Director: Dr. Robert W. Wood

Purpose of the Study. The purpose of the study was to determine whether or not students who participated in a summer read-at-home program with minimal school and parental support would significantly maintain their reading skills at a higher level than students from school districts where similar services were not available. The study also included a number of variables that might relate to the overall success of students who participated.

Procedures of the Study. During the summer of 1981, 74 students and their parents, along with 15 reading teachers, took part in a summer read-at-home program. The 74 member experimental group was involved in the activity of reading orally to a parent, or any available adult, during the months of June, July, and August. Follow-up activities were scheduled to support and assist students and parents. The control group was not engaged in any organized reading activity during the summer months.

The Gates-MacGinitie Reading Tests were used to measure the maintenance of reading level during the summer period of activity. Nine demographic variables and six student survey questions were also studied.

The evaluation design used for the study was a pre-post project comparison design similar to the Non-equivalent Control Group Design suggested by Campbell and Stanley (1963). Given the design, a two-way analysis of variance was the appropriate analysis. The control group was selected on the basis of population and demographic criteria ratios closely aligned to the experimental group. Data was processed by Selection Research Incorporated of Lincoln, Nebraska.

Conclusions of the Study. (1) Participation on the part of elementary students in a home-based oral reading program appears to have a significant impact upon the maintenance of their relative reading placement during the summer months. It also appears that formal reading instruction, for a limited time during the summer, is of less importance to the maintenance of reading level than a cost-effective, home-based, parent-assisted program. (2) The study was unable to show any significant relationships between the demographic and survey variables that were studied. It is, however, the opinion of this researcher that further study of these variables in smaller controlled numbers may produce additional significant insights.

PATTERNS OF LATERALIZATION IN LEARNING DISABLED CHILDREN ASSOCIATED WITH THEIR PERFORMANCE ON LETTER CLASSIFICATION AND READING TASK MEASURES

Order No. DA8429134

SCHAUT, JUDITH ANN, PH.D. *The Pennsylvania State University*, 1984. 117pp. Adviser: Paul D. Weener

The purpose of this study was to investigate the performance of male learning disabled subjects, classified as to lateral preference patterns, on selected letter classification and reading task measures. Bilateral and coherent learning disabled groups were formed on the basis of their scores on the Dean Laterality Preference Schedule. Subjects in each group were asked to respond to physical and name matching letter classification tasks presented foveally and nonfoveally and to orally read a passage, at an appropriate difficulty level, from the Sucher-Allred Reading Placement Inventory. Oral reading errors were noted; comprehending and comprehension scores were computed.

No significant differences in letter classification task performance were noted between the bilateral and coherent learning disabled subjects on the name and physical matching measures when the stimuli were presented foveally or nonfoveally. Previous research had suggested that bilateral subjects with language abilities represented in both hemispheres would perform at a higher level on verbal tasks. Thus, on name matching letter classification tasks, verbal measures, bilateral subjects were predicted to perform at a higher level than coherent, but were not predicted to evidence a right visual field of presentation effect for the name matching task. Coherent learning disabled subjects were predicted to perform at a higher level on physical matching letter classification tasks and to demonstrate a right visual field of presentation effect for the name matching task and a left visual field of presentation effect for the physical matching task. Failure to note the expected differences was explained in terms of the laterality measure as well as the measures employed in previous research to ascertain cognitive differences between the groups.

No significant differences were observed between the bilateral and coherent learning disabled subjects in the total number of reading errors, in the types of reading errors or in comprehending or comprehension scores. The results suggested that when reading materials were selected that approximate the child's measured ability, cognitive processing differences, that may exist between bilateral and coherent learning disabled subjects, are not manifested.

A COMPARISON OF EFFECTS OF THREE PREVIEWING PROCEDURES ON THE ORAL DECODING PROFICIENCIES OF DYSFLUENT READERS, INCLUDING AN INSTRUCTIONAL VALIDATION OF THE FINDINGS

Order No. DA8428436

SKOUGE, JAMES RICHARD, ED.D. *University of Kentucky*, 1984. 239pp. Chairman: Dr. C. Michael Nelson

The purpose of this study was to investigate the effects of three previewing remedial reading techniques on the oral decoding rates of dysfluent readers: repeated reading while listening (Technique 1); repeated reading with word supply (Technique 2); and unrehearsed practice with word supply (Technique 3). The subjects included five junior high school special education students.

The purpose of Experiment 1 was to identify the most efficient instructional technique for each experimental subject, relative to the production of a proficiency criterion on a training passage. Each technique was assigned its own training passage, and the number of training sessions to criterion functioned as the comparison standard. The outcome criterion was operationalized as an attained oral decoding rate greater than or equal to 100 correct words per minute with less than or equal to 5 error words per minute, across three consecutive probe measures. An Alternating Treatments single subject research design was employed to demonstrate experimental control.

The purpose of Experiment 2 was to instructionally validate the optimal repeated reading technique identified in the first experiment. For each subject, the optimal procedure in the first experiment was employed under extended instructional conditions, with the subject trained to the same proficiency criterion across a succession of matched passages. Maintenance and generalization data were collected. A Multiple Probe single subject research design was employed to demonstrate experimental control.

The Experiment 1 results indicated that both Techniques 1 and 2 were similarly powerful in producing durable, criterion-level responding. Technique 1 was marginally optimal for one subject. Technique 2 was marginally optimal for the other four. Technique 3 failed to produce the criterion level with any subject. The Experiment

2 results indicated that (a) the repeated reading techniques continued to produce durable, criterion-level performances across a succession of passages; (b) "learning to learn" effects across successive passages were less evident than reported in the literature; and (c) generalization effects on unrehearsed passages were evident.

INFORMATION PROCESSING AND READING IN SUBTYPES OF LEARNING DISABLED CHILDREN Order No. DA8425518

SPEECE, DEBORAH LEE, PH.D. *The University of North Carolina at Chapel Hill*, 1984. 130pp. Supervisor: James D. McKinney

The purposes of this study were to identify subtypes of learning disabled readers on the basis of information processing skills and to validate the obtained subtypes on reading achievement subskills. The perspective of the investigation was that neither single syndrome hypotheses that emphasize specific information processing deficits nor group difference designs could adequately address the problem of heterogeneity of skills displayed by disabled readers. The information processing tasks, which reflected a range of cognitive processes associated with good and poor reader differences, were administered to 59 third and fourth grade learning disabled readers and 21 average achieving readers. The latter group served as the normal comparison sample for the experimental tasks. In general, analysis of group differences replicated previous findings in that the learning disabled readers were less skilled than the average readers on a majority of processing tasks.

Hierarchical cluster analysis procedures resulted in a 6 cluster solution that demonstrated good internal validity. Each of the 6 subtypes displayed a deficit in speed of recoding but were different from each other on sustained attention, phonetic encoding, semantic encoding, short term memory capacity, and memory organization. The subtypes were psychologically meaningful and were interpreted as supportive of several specific deficit hypotheses including a verbal processing deficit and a nonstrategic task approach. However, no single deficit hypothesis was supported uniformly across the clusters.

External validation of the learning disability subtypes on 5 reading achievement subskills revealed that the subtypes were not different in terms of reading performance. This result implied that a deficit in any process may be related to poor reading achievement. On the other hand, it was suggested that language based tasks which more directly tap on-going reading processes may be more sensitive to validation efforts for the present subtypes as well as more relevant educationally for identification of subtypes for intervention purposes. The results were discussed further in terms of the utility of cluster analysis techniques for studying learning disabled children and in terms of implications for further research.

EFFECTS OF AUTOMATICITY TRAINING STRATEGIES ON WORD RECOGNITION, READING SPEED, AND COMPREHENSION Order No. DA8424659

STROTHER, MARY E., PH.D. *Arizona State University*, 1984. 169pp.

The primary purpose of this study was to develop practical classroom automaticity training strategies to increase below-average readers' performance on four criteria: speed of word recognition, accuracy of word recognition, reading speed, and comprehension. Two automaticity treatment groups--students trained on single words and students trained on words in context--were used to study two theoretical questions as well: (a) Which unit of discourse is most effective for developing automaticity--words in isolation or words in context? (b) Is there a causal-relationship between improved automaticity and improved comprehension? The latter question was also investigated by comparing the treatment groups with a control group on only two criteria: reading speed and reading comprehension. Both automaticity training strategies (i.e., those using single words and words in context) significantly improved below-average readers' performance on all four criteria. The two treatment groups did not differ significantly from each other on the four criteria or from the control group on reading speed and reading comprehension. Results were contradictory at the two schools, favoring the single-word group at School 1 but the context group at School 2. Subsequent analysis of the results at the two schools separately revealed that there may have been a problem at School 2 in administering the posttests to the single-word group, thereby presenting a false impression of their results. For this reason, further research is necessary to determine which unit of discourse is most effective. On the question of causation, the results are more clear. The hypothesis that increasing automaticity is sufficient to improve comprehension is not supported. Rather, results are consistent with previous findings that (a) subskills of reading are mutually facilitative, (b) skills develop through levels of proficiency, and (c) insufficiently developed subskills prevent development of higher-level skills, such as comprehension.

Peer tutoring was a crucial component of this study in order to adapt successful laboratory strategies to regular classrooms. On-site observations demonstrated that second- and fourth-grade above-average readers could monitor practice, provide corrective feedback, underline incorrect responses, and mark last word read.

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